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ABSTRACT

In 1988, a study was conducted to examine the perspectives of community college students, faculty, and administrators concerning faculty behaviors that enhance students' ability to persist in college and transfer to a four-year institution. Semi-structured interviews were conducted with 21 faculty members and 16 administrators to elicit perceptions concerning teaching strategies, advising activities, college and community service, professional development, and responses to student diversity. In addition, 40 community college transfer students attending a large research university were interviewed in racially stratified focus groups to identify the faculty activities that most helped them complete their coursework and transfer. Study findings included the following: (1) students, faculty, and administrators agreed on the importance of several teacher behaviors, including creating an environment conducive to learning, relating course content to student experience, participating in professional growth activities, exhibiting a friendly and supportive demeanor, and setting and maintaining academic standards; (2) administrators were more inclined than faculty to emphasize the relationship between faculty activities and institutional goals; (3) in general, students expressed dissatisfaction with the advisement they had received from community college faculty; (4) for students, faculty played a central role as models of professionalism; and (5) faculty sensed ambiguity and incongruence in expectations of their role in the higher education community. (ALB)

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Community College Faculty Behaviors Impacting Transfer Student Success: A Qualitative Study

by

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Overview of Problem

One primary mission of the community college has been to provide a liberal arts education for students transferring to four-year institutions (Cohen and Brawer 1987). However, that traditional function has been threatened today as colleges reconsider the issues of educational quality and open access (Cross 1985; Seidman 1987). In addition, minorities are over-represented in the two-year schools (Freund 1988; Richardson and Bender 1987; Wilson and Melendez 1988). Research documents the importance of student interaction with faculty in their ability both to persist and eventually to transfer to a senior institution to complete a baccalaureate degree (American Association of State Colleges and Universities 1979; McKeachie et al 1986; Richardson and Bender 1987; Tinto 1987). Yet faculty members in community colleges appear to have distanced themselves from institutional goals, including those related to promoting access and equity (Bowen and Schuster 1986; Cohen and Brawer 1982; Hutton 1985; Seidman 1985). In addition, Clark (1987) has identified a series of hierarchies in higher education encompassing institutions, academic disciplines, faculty and their associated tasks. Community colleges occupy the lower end of that hierarchy, a position that creates tension and conflict for students, faculty and administrators.

This research is one part of a larger study designed to determine the relationships between community college faculty activities, equity goals and the institutional environments within which faculty work. The purpose of this portion of the project is to better understand the perspectives of faculty activity held by three important constituencies in this higher education context: community college transfer students, faculty members and administrators.

To illuminate the viewpoints of the three groups, the study approaches the context with a theoretical perspective drawn from symbolic interactionism. According to this approach, human experience is mediated by interpretation; human beings give meaning to their experience (Blumer 1969). These three actors in the higher education context interpret, define and evaluate faculty activities. The three groups will develop shared perspectives based on regular interaction and common experiences, problems and background, but, because of divergent frames of reference, each group will perceive faculty activities somewhat differently. Therefore, faculty activities will have both similar and different meanings for each of the three groups, depending on previous experiences, the interpretations arising out of the social interaction, and the perceived impact of the activities. In order to determine the faculty activities most helpful to students in persisting and transferring, one must understand the perspectives of each group. This study focuses on students, the direct beneficiaries of the community college

programs. Analyzing faculty behaviors from three perspectives should provide insights into what faculty are doing to better assist community college transfer students.

The question to be answered in this study is as follows: What is the role of the community college faculty member in relationship to the institutional goal of preparing students for successful transfer to the senior institution? This information would help policy makers and those designing staff development programs better to encourage, develop and reward activities that enhance students' ability to persist and attain the baccalaureate degree.

The study has the following objectives:

1. Identify from three perspectives the faculty behaviors that enhance students' abilities to persist and transfer to the senior institution, focusing particularly on the student view.

2. Describe areas of congruence and contrast in the activities reported by each group and account for the contrasts.

3. Identify the conflicts experienced by each group, the sources of those conflicts, and the strategies used by each to deal with the tensions created by those conflicts.

Methodology

This is a naturalistic inquiry to understand the points of view of the three constituent groups in this higher education context. The research methodology is informed by the grounded

theory approach, an inductive process of developing theories grounded in the empirical data of the culture. Thus explanations for human behavior can emerge from studies of the context (Glaser and Strauss 1967). Respondents within the three groups were selected using a theoretical sampling model (Glaser 1978; Glaser and Strauss 1967). In this sampling plan the individuals included are constituents in the context. They were selected for purposes of advancing, clarifying and refining the theory, not to represent some hypothetical population. As data collection continued, decisions were made regarding which individuals were to be interviewed, in what sequence, from what locations and by which strategy. The data collection ceased when the concepts emerging developed a pattern and became integrated into the emerging substantive framework.

Strategies for data collection included elite interviews and focus groups. An elite interview is one in which the interviewee is given considerable freedom to structure the account of the situation under study and to introduce to a large extent those aspects that seem to be relevant and important (Dexter 1970). As the interview proceeds the responses to open questions may create new directions to explore in this or subsequent interviews (Spradley 1979). This type of interview produces samples of the language used in the context, the basic structures in the informant's world, and contrasts to clarify explicit and implicit meanings. The goal of this research strategy is to understand this participant's perspective through the language. Focus

groups of transfer students, stratified by race/ethnicity, were held early in the study to obtain in an efficient manner information on their experience, beliefs and feelings (Goldman and Schwartz 1987; Merton, Fiske and Kendall 1956). Individual interviews were semi-structured, allowing interviewees to introduce ideas they considered important (Spradley 1979). The conceptual framework for questions to each respondent group were based on the literature describing the three fields of experience: for students, the critical incident (Flanagan 1954; Klemp and McClelland 1986; Woolsey 1986); for faculty members, the general categories of faculty activities (teaching and learning, advising and mentoring, student group/government supervision, administrative duties, community service, professional development); and for administrators the literature on institutional goals and student retention (Richardson, Doucette and Armenta 1982).

The constant comparative technique was used to analyze the data. Data collection was concurrent with the process of analysis, developing core categories of faculty behaviors. The emerging framework describes from three perspectives the basic understandings and processes used to understand the social context (Bogdan and Biklen 1982; Glaser 1978).

Field research included in-depth individual interviews with administrators and faculty in three institutions in one large multi-college district. All colleges in the district are commuter schools. Sixteen administrators were selected by title,

each college being represented by its president, dean of instruction, dean of student services, head of counseling, and director of the learning assistance center. Twenty-one faculty members were selected from a variety of disciplines including English/reading, the arts, social sciences, life sciences, physical sciences, mathematics, nursing and business. The teaching experience of these faculty ranged from one semester to over fifteen years. Both administrators and faculty members were interviewed using a semi-structured protocol to elicit their perceptions about teaching strategies, advising activities, college and community service, professional development practices and responses to diverse students.

Forty students at one large research university who had completed at least forty-eight hours at a local community college provided their perspectives on faculty behaviors. These students, either still enrolled at the university or recently graduated, represented one of five ethnic/racial groups: Asians, Blacks, Hispanics, Native Americans and Caucasians (nonHispanics). Students included a range of other characteristics: age, gender, academic performance, and first or second generation college experience. The student focus groups were stratified by ethnicity/race. Interviews with selected other transfer students were conducted either in person or on the telephone to broaden representation. Questions for students elicited descriptions of faculty activities that most helped students successfully complete their courses and transfer to the

senior institution. Each interview and focus group was tape recorded, transcribed verbatim, and coded.

Findings: Three Perspectives

Each group reported a wide range of faculty activities within their own frames of reference. Administrators thought primarily of the contributions faculty make to various institutional missions. For them faculty play a key role in the ability of the college to reach its goals, remain a viable organization, and contribute to the community. Because administrators typically had little or no experience themselves in teaching lower division courses, they reported faculty activities on a more conceptual level than did students or faculty, emphasizing elements of faculty style (friendliness and accessibility), the practice of encouraging students to use campus programs and facilities, and faculty activities related to recruitment, professional development, college and community service.

Faculty reported their primary activities in terms of the teaching-learning framework: deciding about the number of concepts to include within a course, structuring classroom time, student assignments and materials; modifying teaching decisions based on student preparation; monitoring student learning; and providing feedback to students. Within this pedagogical framework, faculty described their activity as influenced by a

matrix of contraints. Some constraints were associated with student characteristics such as level of preparation and multiple roles resulting in demands on their time, as well as socioeconomic, cultural and language backgrounds. Other constraints on faculty activity came from the institutional environment: the length of class time, resources available to students outside of the class, requirements for consistency across courses and within programs, and articulation standards established with senior institutions.

Faculty also reported an awareness that their own academic experiences were significantly different than the experiences of the students whom they were attempting to teach. Most faculty commented that they attended college full-time and did not have the type nor the extent of the demands placed upon them (to fill multiple roles, to deal with financial constraints) that their students deal with daily.

These transfer students reported faculty activities within a framework of their own progression through the community college. Both minority and nonminority students expressed similar comments about faculty influences within each of nine phases of student experience that appear to form a helix of progression:

1. Fitting in
2. Making progress
3. Reaching objectives
4. Resetting/confirming objectives
5. Getting ready

6. (Optional) Finding a bridge
7. Leaving the nest
8. Fitting in "over there"
9. (Optional) Coming back

Each phase was characterized by a typical student stance and associated with influential faculty activities. In the first phase of "Fitting In," for example, faculty influenced students by providing academic advisement, referring students to other advisors or counselors, helping students find sources of financial support, facilitating social connections at the college and communicating course expectations. Students emphasized the importance of having faculty members both model and explain the higher education system so they could better understand its values, expectations, procedures, assumptions and beliefs.

In phase five, "Getting Ready," students reported faculty activities that included describing what the experience will be like in the senior institution, recommending specific individuals to contact at the senior institution, maintaining currency in articulation agreements and communicating the content of these to students.

Findings: Congruence

Students, faculty and administrators reported similar helpful behaviors. The greatest area of congruence occurred in the area of pedagogy. This included creating an environment

conducive to learning for students at varying levels of preparation and relating course content to student experience. Students valued well-organized, disciplined classes; a variety of evaluation procedures; clear, up-front expectations for attendance, performance, deadlines; alternatives for learning the material (appointments with the teacher, tutors, extra materials provided); strategies set by the faculty member to elicit, and even force, classroom participation (including directed questions, group projects, question and answer sessions, board work by students, oral presentations); and strategies to force group work and group study outside of the class.

Each group commented on the importance of faculty participating in professional growth activities. Students emphasized the importance of faculty serving as models of professionalism. They were impressed and encouraged by the professional credentials of those who "choose to teach us." They liked to hear faculty reports of professional activities (writing books, attending conferences and workshops, consulting in the community). For many students these were the closest examples they had encountered of models of professional activity. They reported that it was valuable for them to observe a professional engaged in his/her own development activities; this professional activity reinforced these students' self esteem, encouraged the perception that further education could open career opportunities to them, too, and equally reinforced the notion that education was an intrinsically rewarding activity.

They expressed puzzlement that most of their faculty members did not encourage them to set goals to take them beyond the community colleges. Said one Native American student:

> [Community college teachers need to] constantly reinforce the fact that there's things beyond junior college....Not once did anybody ever say, "In the university level this is going to be expected of you," or "Further on you're going to need this or that." Nobody really talked about beyond the class work there...That's kind of like reinforcing the fact that you're going to continue. You've gone this far and you might as well keep on going. There's life after [the community college].

Each group acknowledged the importance of the faculty exhibiting a friendly, open, approachable, supportive demeanor. Students emphasized the importance of faculty communicating that they genuinely cared about students, speaking to them outside of the classroom, taking time to advise them, listening and interacting with them within the classroom, and obviously enjoying their professional role. Students counted on the faculty to personalize the higher education experience, conveying expectations, providing instruction, monitoring results, providing feedback that is to be supportive and give direction, and maintaining standards that allow them to feel success but also equip them with the knowledge, skills and attitudes to be successful in the coming experiences at the senior institution.

All three groups emphasized the importance of setting and holding to academic standards. The faculty group, however, reported the greatest ambiguity regarding how the standards should be set, what the standards should be, and how those should be met. Students reported they had had mixed experiences in their

academic preparation. Some believed they had successfully completed courses and transferred largely because of the support and academic preparation offered at the community college. Several commented that they chose the community college either as a bridge to the senior institution in order to strengthen their academic preparation or in order to learn some social survival skills prior to entering the larger organization. Others discovered during their studies at the community college that they could succeed in a higher education context and decided to transfer based on this experience. Some students reported they had been largely misled in believing they were ready to succeed in the senior institution. They encountered several problems after transferring. First, they felt a lack of preparation in writing skills. Second, they reported major differences in the numbers of assignments and tests in the senior institution. Some reported they had many more assignments required. Others had problems because their grades were based on just a few examinations; they lacked the "cushion" of homework credit, makeup assignments, papers and adjusted standards that had helped them in the community college to obtain the grade they needed. Transfer students encountered a more impersonal context at the senior institution. They were placed in very large classes, they lacked information on support services and programs available to them and they lacked information on ways to obtain academic advising. They experienced much less faculty help in the senior institution. They reported that teaching assistants whom they

had in many classes were "staying just one chapter ahead of us," and these instructors had little or no authority to adjust course content or expectations, a practice to which they were accustomed at the community college. Finally, they discovered their skills in certain areas were not strong enough to allow them to be competitive in the senior institution. In subjects ranging from accounting to music many reported feeling underprepared.

All three groups reported the need for students to receive timely and accurate advisement. Faculty and administrators saw this activity falling within the domain of counselors and advisors.

Findings: Contrasts

Administrators emphasized direct relationships between faculty activities and particular institutional goals. If, for example, access was a priority, faculty were expected to collaborate with local high schools, participate in outreach and bridge programs, and assist in promoting institutional programs. If strategic planning was emphasized, administrators reported higher levels of expectations for faculty to serve on related college and district committees. When strong articulation agreements existed, administrators reported that they expected faculty to communicate transfer information to students and refer students to advising centers.

Faculty, on the other hand, did not typically think of their activities in terms of such direct relationships to institutional goals. Rather, institutional goals were viewed as another set of constraints on their primary responsibilities in the teaching and learning process. Most often faculty described constraints resulting from the perceived incompatibility of college goals for equity and quality, given the realities of the student population and the limited resources available to themselves and to students. Both faculty and students held positions lying along a continuum related to the ability of faculty to assist the diverse students in their classes and still maintain academic standards. Three positions along the continuum were identifiable: conflict, compromise, and accommodation.

Faculty in the first position, conflict, saw equity goals as unattainable if quality was to be maintained. These continued to hold students accountable for established course content, realizing that holding this standard results in high attrition and low success rates. Few administrators were in this position. Instead, they described educational programs and faculty styles as solutions to the dilemma of preparing diverse students. Students saw this as a viable position, even though they realized that many of their peers, and even themselves, might have experienced considerable difficulty meeting rigid, preset standards.

Faculty in the compromise position believed that to achieve equity they must adjust standards. They decreased the number of

concepts covered, reduced the depth of the coverage and created alternative methods of evaluating student progress.

The faculty members modified the course content, both independent of and in conjunction with students, according to their perceptions of student interest, ability and goals. These decisions were negotiated with students, individually and collectively within a given classroom. Students described this faculty behavior, expressing concern that the decisions might have been compromises that would not assist them in succeeding at the senior institution. They did report a lack of adequate preparation in some areas, perceiving that the adjustments in content were designed to assist the variously prepared population of students.

In the third category, accommodation, were faculty and students who believed in the possibility of meeting both goals of equity and quality. Faculty reported using a variety of teaching and advising strategies to accomplish these goals. They identified the essential learning objectives for their courses and adjusted instructional strategies based on the preparation and abilities of the students. They believed all students were learning what they would need to succeed in subsequent courses. Students at this position expressed conviction that faculty maneuver effectively; they reported that together they were creating expectations that are neither too hard nor too lenient.

Students did not talk directly about institutional goals when discussing their community college experiences. However,

they were very aware of tensions between the colleges' open-access mission and the function of community colleges in providing transfer opportunities. Students perceived conflicts between the goals of serving the full population of students matriculating at the colleges and adequately preparing students to transfer to senior institutions. This source of conflict created tensions for themselves and for the faculty and staff with whom they interacted.

Generally students reported dissatisfaction with the advisement they received, or did not receive, from their faculty at the community college. It appeared to be their assumption that faculty had a responsibility to help students select courses and programs of study at the two year school, to advise them about the relationships between these and the courses and programs available at the senior institution, and to facilitate the student movement from the community college to the subsequent college. A few students described the assistance an occasional faculty member would offer. These activities included taking the students on tours of the senior campus, collecting the required paperwork for students, assisting students in filling out the applications and forms, providing letters of recommendation, identifying appropriate departments and individuals for the student to contact at the senior institution, and locating and recommending orientation and/or bridge programs for transfer students at the senior school.

Of these various forms of assistance reported by students the single most valuable was providing a student with the name of an individual person "over there" whom the student could contact to start the advising, orienting, registration process. Most students reported their key sources of information for the transfer process were, in descending order of importance and frequency: the community college catalog, family members, other students (both friends and strangers), counselors at the community college, advisors in community college programs (Honors, adult reentry, minority student, coaches), faculty members at the community college, and staff and/or faculty members at the senior school.

Students appeared to believe faculty were not as helpful as students need for them to be in helping accomplish transfer. Obtaining a specific name of someone "over there" appeared to be a key missing link in their attempt to enter the larger context and determine what needed to be done to apply, register, and make appropriate course selections. They had learned to count on a negotiated, personalized approach.

Students did report that certain community college faculty provided learning experiences that conflicted with the predominate style of community college faculty and did in reality approximate more closely what they would encounter at the senior institution. These experiences included straight lecture classes, relatively unaccessible instructors, and rigid standards and evaluation strategies. Although they described their dislike

of the experiences they had in these community college classes, they reported that learning to survive in this type of context did provide them with some enhanced ability to succeed when they encountered this same environment at the university.

From the student perspective faculty play a central role in modeling professionalism. First generation college students in particular are attempting to develop an understanding of the structure, values, assumptions, and organization of the higher education system. Faculty represent that culture, and students described an analysis process they went through to try to make sense out of what they observed in the faculty model. As one Black student reported, somehow he learned within the context of the community college the "instrumental" value of the college education:

> If you don't know what you want to be, get a degree in business or education and then while you have a means of supporting yourself, you can figure what you want to do. I think that's really important for a lot of people to learn. I don't think too many people are that aware of what they can do. I think a lot of people need to understand that they're not going to be stuck in whatever degree or college they go into. And when I was there I just had a misconception of school all together and that changed but I don't think any specific class [caused the change].

Faculty struggled with the definition of their specific role in the larger higher education community. Not expected to be producing as scholars, and carrying large instructional hours, they are obviously not academics in the traditional sense. Yet they work in a higher education context. Their students emphasized the value they attributed to having credentialed

faculty teaching them. Students were aware of the professional development reports of the faculty members, researching, writing, consulting, and taking courses. And some students were mystified that faculty had successfully negotiated the system to complete degrees at the baccalaurate level and higher and yet had not shared success strategies with their students. One Native American student speculated on the lack of advising from faculty:

> Nobody ever told us how...you get the credits, how you get your B.A. and stuff like that.

Her response to whether faculty would have been more effective than counselors in providing advice reflected her puzzlement:

> They were there; I mean, they graduated. I looked at the catalog one time and I was real surprised about a lot of instructors. They, you know, had gone to real prestigious colleges and had done masters and one was a Ph.D....He doesn't even act like it. He just acts like, you know, anybody, and ...I looked at him in a different light....He's somebody. And he's teaching little old piddly us....And I just wondered. I thought, well, maybe they graduated so long ago they forgot how it works. They went to school so long ago and it was such a bad memory, they don't want to discuss it again because they had such a bad experience. And now they're [at the community college] just for a job.

Discussion

The main contribution of this qualitative research study is to illuminate the perspectives of three different and important constituencies within the organizational culture of the community

college and to identify areas of congruence and conflict across perspectives.

Most faculty activity relates to the teaching-learning process and centers in the classroom environment. Faculty interact with students entering with varying levels of preparedness and motivation and a variety of goals. The decisions that these two groups make within the classroom have implications for all three constituent groups that extend across courses, programs, institutions, and even the whole system of higher education. For example, the negotiated decision to adjust the number of concepts covered within a particular course based on the needs of the students in that section influences the ability of those students to be successful in the course, the program, and the institution. In addition, the whole fabric of the institution could be modified based on the complex, interwoven sets of decisions made and operationalized by individual faculty members and students in response to perceived student needs.

Furthermore, the nine phases of student experience from this study suggest a set of complex needs for support, structure and information that may be to a large extent unmet. For example, in phase four, "Resetting/confirming objectives," students need information and frames of reference for making decisions regarding their academic and career goals. Faculty members, concerned with subject-related issues, may be oblivious to the insight their students need regarding choices and strategies

available to them for maximizing their success as students. In addition, the narrow focus on the effective use of classroom time to accomplish instructional objectives appears to result in student dependency on the teacher, and the outcome is a student lacking the appropriate expectations of the role of being a student in the larger higher education context. Using the student helix as a description of student progress suggests faculty behaviors that at critical times could effectively assist students through the system. Commuter students are particularly dependent on the faculty to assist them in developing the broader perspective because they have little interaction with the community college personnel or structures outside of the classroom. Further understanding the community college faculty role in promoting baccalaureate achievement could come from investigating the faculty focus on pedagogy and the areas of contrast with the student reality. The negotiated common experience at the community college has different meanings for each of the groups participating in its creation. Examining the student perspective on faculty behavior provides a better framework for understanding this complex world and the ways faculty and students together create the content and context of the whole learning experience.

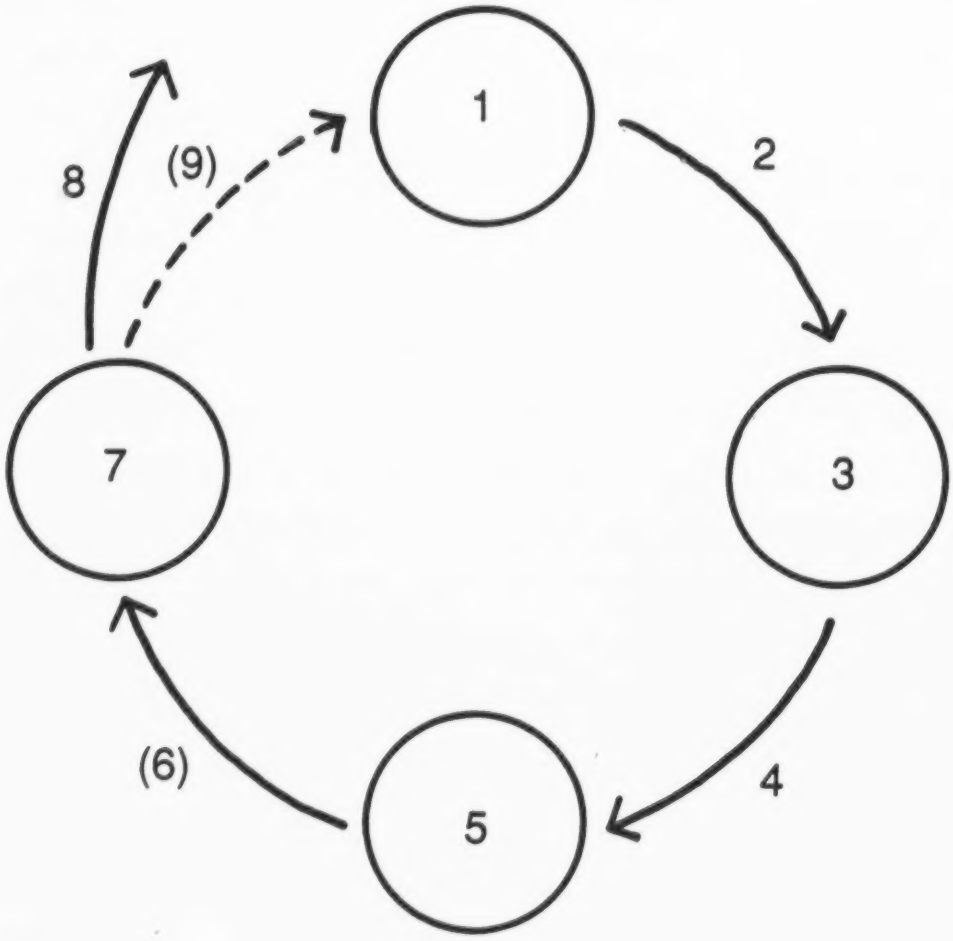
Finally, one emergent theme has been the ambiguity faculty members sense in their professional role. Community college faculty members define themselves as academic professionals but work within sets of expectations held by themselves, their

students and administrators that are not congruent. Not researchers in the traditional sense, they may hold expectations or interests for themselves that encourage research. Yet research is neither expected nor rewarded by their institutions. Faculty members report the importance of the shared pedagogical activity between themselves and their students. At the same time that this joint effort is occurring, the faculty members are expected to accommodate the directives of administrators whose priorities are institutional goals and objectives. The administrative perspective may prevent administrators from understanding the more complex dynamics at work in the teaching-learning environment. The faculty focus on pedagogy prevents them from understanding or operating within their broader role as a member of the higher education community. Faculty seem to perceive administrators as legislating behaviors that are unrealistic or inconsistent with their everyday experiences in the community college.

One critical mission of the community college is its role in providing access to the baccalaureate for underrepresented populations. Faculty play a central role through their direct interaction with the students. This study points out the serious conflicts surrounding the definitions of the appropriate role of faculty. Community college faculty find themselves in an ambiguous, conflict-ridden world with structures and expectations that prevent them from experiencing success. This world has been jointly created by these three constituent groups through their

everyday interactions. The most effective solutions to the dilemmas highlighted by this study must also come through an interactive process.

APPENDIX A
TRANSFER STUDENT EXPERIENCE: A HELIX



Student Helix Phases:

1. FITTING IN: Learning about the procedures, expectations, values of the community college.

2. MAKING PROGRESS: Learning what it is like to be a student. Experiencing some initial success.

3. REACHING OBJECTIVES: Accomplishing. Feeling progress through grades attained, positive comments from faculty, courses passed.

4. RESETTING/CONFIRMING GOALS: Determining that the initial goals are attainable. Considering even higher aspirations.

5. GETTING READY: Beginning the process of transferring. Dealing with fears and needs for information.

6. (FINDING A BRIDGE): Locating an individual or a program to provide assistance in transferring, at the community college and/or at the senior institution.

7. LEAVING THE NEST: Completing the forms. Following transfer procedures. Visiting the senior campus.

8. FITTING IN "OVER THERE": Checking whether the same procedures, expectations, standards, values apply in the senior institution. Determining if skills are adequate for success.

9. (COMING BACK): Returning to the community college to add courses in the less costly, more accessible and friendlier environment. Returning to remediate.

Transfer Student Reports of Faculty Behaviors

Phase of Helix	Representative faculty behavior enhancing student progress
1,2	Teacher designs physical environment to encourage student involvement, interaction, comfort
1,2,3	Teacher structures and/or supports student study groups
2	Teacher consistently asks for feedback from students (level of understanding and effectiveness of teaching methods)
2	Teacher solicits questions in class discussions
2	Teacher varies presentation methods, using lecture, question and answer, group work and individual work
2	Teacher provides clearly structured learning experience (distributes syllabus, notifies students when variance occurs, pre-sets and communicates standards for papers and tests, uses overheads and/or provides handouts or on-the-board information about the topics, identifies the priorities on the information being covered, reviews thoroughly and consistently with students before tests)
2	Teacher describes learning resources available to students, individually recommends tutoring
2	Teacher requires students to write essays, reports, research papers and provides critiques of those products with strategies for improving skills
2	Teacher provides alternative strategies for students to learn material and/or improve grades (extra credit assignments, lengthen test period, makeup assignments or tests, reduce number of required activities)
2	Teacher greets students out of class by name, makes self available (both in schedule and in affect) for course-related or personal conversations
2	Teacher covers test-taking strategies, study skills
2	Teacher counsels students regarding procedures and options involved in withdrawing from a course
2,3	Teacher announces regularly what are his/her office hours

2,3	Teacher encourages students individually to come in and discuss progress in the course
2,3	Teacher describes career options in the dicipline both in the classroom and in individual conferences with the students
2,3	Teacher regularly describes contrasts between the community college student experience and that which will be encountered at the senior institution
2,3	Teacher maintains evaluation standards consistent with those in comparable courses at a four year institution
2,3	Teacher describes role of good grades in student ability to reach goals (enter senior institution, complete associate degree, enroll in graduate school, defer payment of financial aid)
2,3,4	Teacher communicates personal and professional commitment to students and teaching
2,3,4	Teacher demonstrates collaboration with other teachers and subject areas
2,3,4	Teacher communicates credentials, professional involvements, personal experiences
2,3,4	Teacher works with students to establish relationships between material being covered in the course, current events and/or issues in student life, and longer-term interests or career goals
2,3,4	Teacher employs fill-in or essay-type evaluation methods, goes over exam contents after returning tests, and adjusts scores if test items are determined to be ambiguous or misleading
2,3,4	Teacher displays enthusiasm for the course material
2,3,4	Teacher shows obvious enjoyment of teaching
2,3,4	Teacher balances attention paid to "older" students with focus on younger students potentially interested in transferring
2,3,4	Teacher paces course to balance need to cover material with time required for students to comprehend it

2,3,4	Teacher works with students toclarify their own career goals, to identify courses or a program appropriate for them, and to determine steps to take to accomplish goals
2,3,4	Teacher provides verbal support to less confident students as they attempt new skills
3,4	Teacher illustrates concepts with references to own current professional activities
5	Teacher provides students with materials (information, forms) essential for transfer or directs students to these materials
5	Teacher is aware of content of articulation agreements with four-year schools and either communicates that information to students or emphasizes regularly the importance of students getting that information from advisors/counselors
5,6	Teacher provides students with name(s) of contacts/advisors at the senior institution to facilitate the transfer process
5,6	Teacher assists students in completing forms required for transfer to the senior institution
6	Teacher provides students with information about the registration procedures at the senior institution or refers them to sources of this information
6,7	Teacher provides students with tour of senior institution
6,7	Teacher refers students to orientation program(s) for students intending to transfer to the senior institution
7	Teacher encourages students verbally to leave the community college
7	Teacher provides students with names, phone numbers of individuals or departments to contact at the senior institution
8,9	Teacher responds to student inquiries for information or encouragement, as needed

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